

# Work Readiness Skill Attainment System

## Introduction to Work Readiness

Our System has as one of its goals to ensure that young people have the full range of skills needed to successfully transition into adulthood and become employed, productive members of our community and that businesses have the skilled workforce to remain competitive in the 21st Century.

In order for young people to successfully prepare for, find, and retain employment, they must be able to demonstrate their ability to apply and use a variety of *work readiness skills*. We have categorized these skills as:

1. **Transition:** Skills needed in the transition into young adulthood and establish independence.
2. **Job Getting:** Skills needed for successful decision-making about career interests and job search.
3. **Job Keeping:** Skills needed to successfully retain the job and learn how to work.

## Learning Objectives

The new Work Readiness system consists of 60 skills. Within the full list, they are broken into the three identified categories:

1. **Transition:** 10 skills identified
2. **Job Getting:** 11 skills identified
3. **Job Keeping:** 39 skills identified

The following pages outline the learning objectives that will define the full set of “work readiness” skills.

## Transition Skills Learning Objectives

- T-1. Understand individual learning style and how to adapt to other learning styles to make the most of learning situations.
- T-2. Organize daily activities and create a schedule to meet personal and work-related obligations.
- T-3. Understand how to continue to build personal skills and access education to advance on the job or transition to a new career.
- T-4. Get to work and personal appointments by utilizing a variety of transportation methods, identifying the best possible route, and selecting the appropriate strategy to arrive on time.
- T-5. Anticipate and manage crisis situations and identify alternative solutions when established plans of action fail.
- T-6. Obtain and maintain personal documents including working papers, social security card, driver's license, birth certificate and pay stubs.
- T-7. Understand how to analyze the requirements and responsibilities of, and enter into, contractual agreements (such as apartment lease, health club membership, credit card application, etc.).
- T-8. Open a bank account to manage income and pay bills.
- T-9. Access community resources to assist in overcoming potential barriers and avoid potential setbacks in progress toward success.
- T-10. Establish independent living situation including arranging housing, turning on public utilities, and setting up living quarters.

## Job Getting Skills Learning Objectives

- G-1. Explore career options that support personal values, skills, abilities and interests.
- G-2. Use labor market information to decide upon career opportunities which align with personal values, skills, abilities, interests, and income needs.
- G-3. Use variety of job search techniques to identify potential job openings.
- G-4. Use computer technology to conduct job search activities and apply for job openings.
- G-5. Complete applications to highlight skills, experience, and personal information pertaining to the job opening.
- G-6. Write a business letter (i.e., cover or follow-up letter) which highlights the most important qualifications for the job opening, shows interest in obtaining the job, and calls for action.
- G-7. Prepare a resume that summarizes skills and experience related to the targeted job or career.
- G-8. Develop appropriate telephone skills for contacting employers to arrange interviews, conduct interviews, and follow up on job leads.
- G-9. Develop interviewing skills that promote personal skills, previous experiences, and transferable skills relevant to job opening.
- G-10. Follow up after the interview to express appreciation, recap ability to do the job, and express interest in the job.
- G-11. Understand employment-related laws and rights governing employment situations.

# **Job Keeping Skills Learning Objectives**

## **Resources**

- K-1. Understand employer's expectations for attendance and adhere to work schedules (at work when scheduled, notifies when absent, arranges time off in advance, and completes appropriate vacation/day off forms).
- K-2. Understand employer's expectations for punctuality and adhere to them (arrives on time for work, takes and returns from breaks as scheduled, and calls prior to being late to notify appropriate person).
- K-3. Understand employer's expectations of timeliness for task completion or product delivery and manage time accordingly.
- K-4. Manage multiple tasks or responsibilities, prioritize work activities and schedule work accordingly.

## **Interpersonal**

- K-5. Demonstrate understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings.
- K-6. Assert self and present ideas in familiar and unfamiliar work settings.
- K-7. Demonstrate speaking, listening, writing, and social skills to participate as an effective team member.
- K-8. Communicate thoughts, feelings, and ideas to justify decisions or support position on workplace issues.
- K-9. Ask for feedback on performance or input for task completion.
- K-10. Interact appropriately with persons of authority and respond appropriately to workplace requests.
- K-11. Interact with co-workers in a professional manner.
- K-12. Respond appropriately to customer requests.
- K-13. Resolve conflicts with persons of authority, co-workers, and customers in the appropriate manner.
- K-14. Understand the impact of one's work on others and the final outcome.

## **Information**

- K-15. Select the appropriate information sources, analyze the information for meaning, and communicate the results accordingly in order to accomplish work tasks.
- K-16. Choose appropriate language/manners of expression and engage in appropriate conversations in the workplace.
- K-17. Research issues and situations at the workplace to form own opinion, action plans, and make recommendations for completing work tasks.
- K-18. Ask appropriate questions to clarify intent, understand outcomes, or solve problems.
- K-19. Respond appropriately to written and oral instructions in the workplace.
- K-20. Complete necessary forms, reports, and documents accurately.

## **Systems**

- K-21. Follow workplace procedures for use of machinery and equipment.
- K-22. Follow workplace safety procedures and develop safe working behaviors.
- K-23. Know where and to whom to go within the workplace when a problem or specific situation arises.

## **Technology**

- K-24. Select appropriate tools, equipment, and parts to accomplish task most efficiently.
- K-25. Maintain equipment and technology in proper working order.
- K-26. Use workplace equipment, tools, and technology in the ways for which they were intended.

## Thinking

- K-27. Recognize problems that exist (discrepancy between what is and what should be or could be), identify possible causes of the problem and create plans to solve the problems.
- K-28. Recognize and apply new knowledge and skills in both familiar and unfamiliar situations.
- K-29. Specify goals to achieve, generate alternatives to accomplish the goals, consider risks, evaluate possible solutions, and choose the best plan of action.

## Personal Qualities

- K-30. Exert a high level of effort and perseverance toward goal completion, work hard to learn new tasks.
- K-31. Seek out information to improve skills and performance.
- K-32. Believe in own self-worth and maintain positive view of self in order to contribute to workplace.
- K-33. Be a self-starter/initiate work activities and complete tasks without being told.
- K-34. Demonstrate self-control by responding unemotionally and non-defensively to workplace requests and situations (even when they may be unpleasant).
- K-35. Demonstrate trustworthiness by adhering to workplace policies, expectations, and values.
- K-36. Understand the impact of violating organizational values and choose an ethical course of action.
- K-37. Demonstrate honesty when faced with critical decisions at the workplace.
- K-38. Select appropriate and clean clothing or uniform and maintain personal hygiene (washed and styled hair, clean hands, absence of offensive body odors and fragrances) in accordance with industry/company standards.
- K-39. Stick to the task and complete projects fully even when undesirable or unpleasant.

# Entry Assessment

1. **Transition skills** will be assessed using a variety of strategies and documented using the following **checklists**.

During the entry assessment process, outcomes will be documented in the “Entry Assessment” columns by checking the appropriate response in the “yes” or “no” columns.

A **YES** response for “all criteria...have been met” indicates that the customer has mastered this skill area and *service intervention is not needed*.

A **NO** response for “all criteria...have been met” indicates that the customer needs to work on this skill area and *service intervention is needed*.

2. **Job getting skills** will be assessed using a variety of assessment strategies and documented using the following **checklists**.

During the entry assessment process, outcomes will be documented in the “Entry Assessment” columns by checking the appropriate response in the “yes” or “no” column.

A **YES** response for “all criteria...have been met” indicates that the customer has mastered this skill area and *service intervention is not needed*.

A **NO** response for “all criteria...have been met” indicates that the customer needs to work on this skill area and *service intervention is needed*.

3. **Job keeping skills** initially will be assessed through an interviewing strategy, using the **presumptive need documentation**.

During the entry assessment process, outcomes will be documented on the “Job Keeping Skills” form by checking the appropriate “yes” or “no” responses for each of the three criteria listed.

A **YES** response for two or more of the criteria indicates that the customer possesses job keeping skills and *service intervention is not needed*.

A **NO** response for two or more of the criteria indicates the customer needs to work on job keeping skills and *service intervention is needed*.

# Transition Skills Assessment Outcomes

Name \_\_\_\_\_

Social Security Number \_\_\_\_\_

Entry Assessment Completed By \_\_\_\_\_

Entry Assessment Date \_\_\_\_\_

## 1. Understand Learning Styles

**Objective:** The customer understands his/her individual learning style and how to adapt to others' learning styles to make the most of learning situations.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified the main types of learning styles				
• identified his/her personal preferences and strategies for taking in new information				
• identified at least three strategies for adapting personal learning style to others' styles				
• identified strategies for creating options for others to best provide information to meet his/her own learning style				
• identified potential jobs or occupations where learning style and personal preference are put to best use				
<b>All criteria for understanding learning styles have been met</b>			<b>Date</b>	<b>Initials</b>

## 2. Create a Schedule to Meet Obligations

**Objective:** The customer can organize daily activities and create a schedule to meet personal and work-related obligations.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified daily, weekly, or monthly activities including work, personal, family and training commitments				
• prioritized all activities required on a daily, weekly, or monthly basis				
• allocated the appropriate amount of time to each activity				
• produced a daily, weekly, and monthly schedule for managing time				
• has successfully managed time for at least two months by following schedule and making necessary adjustments				
<b>All criteria for creating a schedule have been met</b>			<b>Date</b>	<b>Initials</b>

### 3. Build Personal Skills

**Objective:** The customer understands how to continue to build personal skills and access education to advance on the job and/or to transition to a new career.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified need for additional skills building and which training is needed to reach work-related goals				
• identified education and work experience which relates to chosen career interests				
• knew local options/institutions where training in career interests is available				
• understood basic requirements for enrolling into training including registration process, financial aid options, classes required for training completion, and how to develop class schedules				
• has developed an overall action plan for completion of training including current class agenda, amount of time to complete training, on-going strategy to pay for education				
<b>All criteria for building personal skills for job advancement have been met</b>			<b>Date</b>	<b>Initials</b>

### 4. Utilize a Variety of Transportation Strategies

**Objective:** The customer can get to work and personal appointments by utilizing a variety of transportation methods, identifying the best possible paths, and selecting the appropriate strategy to arrive on time.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified up to three transportation sources				
• knew how to use computer technology to plan route when unsure of location or directions				
• estimated time needed for travel, traffic problems, or other possible delays to ensure on time arrival				
• prepared back up strategies for timely arrival at commitments that can be tapped into in case of an unexpected problem with travel arrangements				
• researched cost of, and options for, purchasing and maintaining a car				
• has successfully gotten to scheduled activities for at least 3 months				
<b>All criteria for using a variety of transportation strategies have been met</b>			<b>Date</b>	<b>Initials</b>

## 5. Manage Crisis Situations

**Objective:** The customer can anticipate and manage crisis situations and identify alternative solutions when established plans of action fail.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified and explained at least three examples of crisis situations/problems that have occurred or could occur				
• identified the symptoms leading to or causes of the problem situation that will require immediate attention				
• created and considered at least three potential solutions to crisis situation				
• determined best possible solution to the problem and implemented a backup action plan				
• dealt with emotional aspects of crisis to avoid undue stress, handled situation in an emotionally healthy manner				
• managed at least three crisis situations successfully, achieving the desired outcome				
All criteria for managing crisis situations have been met			Date	Initials

## 6. Maintain Personal Documents

**Objective:** The customer can obtain and maintain personal documents including working papers, social security card, driver's license, birth certificate and pay stubs.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified the types of personal documents that were important to have accessible				
• explained why each document was important				
• knew how/where to get needed documents if lost or stolen				
• established a way of organizing documents and where to store documents for easy access when needed				
• has all necessary documents readily accessible				
• produced needed documents on at least two occasions when called for (i.e., beginning a job, filing taxes, enrolling into training, applying for a loan)				
All criteria for maintaining personal documents have been met			Date	Initials

## 7. Enter into Contractual Agreements

**Objective:** The customer understands how to analyze the requirements and responsibilities of, and enter into, contractual agreements.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified at least three types of contractual agreements that he/she has entered into or may be entering into				
• explained requirements and obligations of contract				
• understood terms and conditions of contractual agreements				
• knew how to negotiate terms and conditions of contracts (when negotiation is possible)				
• explained consequences (legal and financial) for not fulfilling obligations or breaking the contractual agreement				
• understood process to, and with whom to, re-negotiate terms and conditions				
• knew legal rights when contractor is not fulfilling or has broken the terms of the contract				
<b>All criteria for entering into contractual agreements have been met</b>			<b>Date</b>	<b>Initials</b>

## 8. Use Bank Accounts to Manage Income

**Objective:** The customer can open a bank account to manage income and pay bills.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified all sources of income and expenses				
• identified at least three banking institutions in local area				
• compared different banks and their services and selected best option for his/her need including fees and minimum balance				
• opened a bank account				
• paid bills for at least 3 months using bank account without overdrawing account				
<b>All criteria for using a bank account have been met</b>			<b>Date</b>	<b>Initials</b>

## 9. Access Community Resources

**Objective:** The customer can access community resources to assist in overcoming potential barriers and avoid potential setbacks in progress toward success.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
<ul style="list-style-type: none"> <li>identified at least three potential needs that have or may arise (car break down, legal matter, break up in personal relationship, job loss, no money for training) that would cause a set back</li> </ul>				
<ul style="list-style-type: none"> <li>identified, or knew where to get information on, at least three local organizations or community resources where assistance was offered</li> </ul>				
<ul style="list-style-type: none"> <li>understood process for accessing the needed services including eligibility, who to see, what documentation was needed, etc.</li> </ul>				
<b>All criteria for accessing community resources have been met</b>			<b>Date</b>	<b>Initials</b>

## 10. Establishing Independent Living Situation

**Objective:** The customer can establish an independent living situation by arranging for housing, turning on public utilities, and setting up living quarters.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
<ul style="list-style-type: none"> <li>identified the items needed for moving out on own</li> </ul>				
<ul style="list-style-type: none"> <li>identified initial costs associated with moving out on own including deposits, purchase of personal items, etc.</li> </ul>				
<ul style="list-style-type: none"> <li>identified a monthly budget for living expenses including rent, utilities, food and other personal expenses</li> </ul>				
<ul style="list-style-type: none"> <li>identified affordable housing options, including sharing expenses with a roommate</li> </ul>				
<ul style="list-style-type: none"> <li>understood requirements of lease agreement and tenant's rights and responsibilities</li> </ul>				
<ul style="list-style-type: none"> <li>prepared a monthly budget for meeting financial obligations</li> </ul>				
<ul style="list-style-type: none"> <li>identified public utilities to be turned on and know where/how to get them connected</li> </ul>				
<ul style="list-style-type: none"> <li>has lived on own for at least 3 months successfully</li> </ul>				
<b>All criteria for establishing independent living have been met</b>			<b>Date</b>	<b>Initials</b>

# Job Getting Skills Assessment Outcomes

Name

Social Security Number

Entry Assessment Completed By

Entry Assessment Date

## 1. Explore Career Decisions

**Objective:** The customer has decided upon a career choice which meets his/her personal values, skills, and interests.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• selected and described job/career in which he/she would like to work				
• named and described areas of interest and career path within a particular industry for selected occupation				
• gave reasons for choosing the job (based on personal skills, interests, and preference)				
• identified education/training for entry into and advancement within occupation/job				
• identified how long it will take and how much money is needed to obtain necessary education and training for entry into and advance within occupation/job				
<b>All criteria for exploring career decisions have been met</b>			<b>Date</b>	<b>Initials</b>

## 2. Use Labor Market Information

**Objective:** The customer can use labor market information to decide on career opportunities which meet personal values, interests, skills, and income needs.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified how much money can be made and what types of benefits are given with the selected job/occupation				
• identified at least 5 businesses where the selected job may be found				
• identified at least 3 businesses that are now hiring in the selected job/occupation				
• identified whether that type of job would be available in the future				
<b>All criteria for using labor market information have been met</b>			<b>Date</b>	<b>Initials</b>

### 3. Use a Variety of Job Search Techniques

**Objective:** The customer can effectively use a variety of job search techniques when looking for employment.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• identified at least 4 methods to find job openings				
• understood when to use each method				
• understood outcome and possibilities for each method				
• demonstrated how to use each method effectively				
• demonstrated how to use multiple methods for effective job search				
• developed a strategy for job search activities using a variety of methods				
All criteria for job search techniques have been met			Date	Initials

### 4. Use Computer to Conduct Job Search

**Objective:** The customer can conduct job search activities and apply for job openings using computer technology.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• conducted on-line job search by accessing a variety of web-based job search sites, reviewing electronic job listing, and identifying jobs of interest				
• produced computer-generated print outs of websites, electronically listed job openings, completed on-line employment applications, etc.				
• applied for job openings via the internet or completed on-line applications at specific businesses (when applicable)				
All criteria for using the computer for job search have been met			Date	Initials

## 5. Complete Job Applications

**Objective:** The customer can neatly, accurately, and completely fill out job applications highlighting his/her skills, experience, and personal information pertaining to the job opening.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• printed in blue or black ink or typed				
• neat and legible				
• all words are spelled or abbreviated correctly				
• all lines are completed or N/A used as appropriate				
• information is placed on appropriate lines/sections				
• information provided relates to job opening applied for				
• a contact phone number and address are included				
• work history is listed in the requested order				
• education/training history is listed in the requested order				
• requested references are listed				
<b>All criteria for completing applications have been met</b>			<b>Date</b>	<b>Initials</b>

## 6. Write a Business Letter

**Objective:** The customer can write a business letter (i.e., cover or follow-up letter) which highlights his/her most important qualifications for the job opening, shows interest in the opening, and calls for action.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• typed neatly				
• organized in a business letter format				
• free of spelling, grammatical, punctuation, and typographical errors				
• opened with a statement expressing the purpose of writing				
• included a statement with one or more of the following: job skills, job experience, and/or education and training background				
• included a statement of interest in a specific job or occupational field				
• indicated an action by either the employer or him/herself				
<b>All criteria for writing a business letter have been met</b>			<b>Date</b>	<b>Initials</b>

## 7. Prepare a Resume

**Objective:** The customer can neatly, accurately, and completely develop a resume that summarizes his/her skills and experience related to the targeted job or career.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• typed neatly				
• presented in an organized format appropriate for the targeted job or career				
• free of spelling, grammatical, punctuation and typographical errors				
• included name and contact information				
• stated career or job objective				
• highlighted relevant work history and/or volunteer experiences				
• highlighted relevant personal and/or work accomplishments				
• included relevant skills, abilities, and strengths				
• outlined relevant education and training				
• listed references or stated “references available upon request” with references listed separately				
All criteria for preparing a resume have been met			Date	Initials

## 8. Develop Telephone Skills

**Objective:** The customer can appropriately use the telephone to contact employers to arrange interviews, conduct interviews, and/or follow up on job leads.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• asked for appropriate person within the business				
• stated purpose for call				
• used appropriate and professional language				
• asked appropriate questions				
• expressed self clearly				
• provided complete responses to all questions				
• indicated an action by either the employer or him/herself				
All criteria for using the telephone have been met			Date	Initials

## 9. Develop Interviewing Skills

**Objective:** The customer can convey personal skills, previous experience, and transferable skills relevant to job opening during an employment interview.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• showed up on time				
• dressed appropriately and was well groomed				
• knew relevant facts and information about the business with which he/she was interviewing				
• expressed self clearly				
• provided complete and appropriate responses to all questions and included relevant qualifications				
• asked appropriate and relevant questions				
• demonstrated a positive attitude				
• demonstrated appropriate body language				
• provided requested documentation				
• ended the interview with positive statement of interest in the job				
<b>All criteria for interviewing have been met</b>			<b>Date</b>	<b>Initials</b>

## 10. Follow Up after the Interview

**Objective:** The customer follows up with employers after the interview to express appreciation, recap ability to do the job, and express interest in the job.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• contacted employer within three days of interview				
• thanked interviewer for opportunity to discuss job opening				
• asked for feedback on skills and qualifications				
• highlight most important skills for the job				
• expressed interest in the job				
• inquired about next steps in hiring process				
• determined whether he/she was still a candidate for the job				
• indicated an action by either the employer or him/herself				
<b>All criteria for following up after an interview have been met</b>			<b>Date</b>	<b>Initials</b>

## 11. Understand Employment-Related Laws

**Objective:** The customer understands employment-related laws and his/her rights governing employment situations.

Criteria	Entry Assessment		Final Assessment	
	Yes	No	Yes	
• knew employment restrictions related to workers under the age of 17, including maximum hours of work, types of jobs, job restrictions, etc. (when applicable)				
• knew what the minimum wage was				
• identified where to access employment laws governing various types of occupations				
• researched employment laws and made informed decisions about types of work he/she may be interested in pursuing				
• researched health and safety regulations and made informed decisions about occupation/job of choice				
• knew rights of disabled workers according to the ADA (when applicable)				
• knew how to file a grievance if his/her rights as a worker were violated				
<b>All criteria for understanding employment-related laws have been met</b>			<b>Date</b>	<b>Initials</b>

## Job Keeping Skills Entry Assessment Outcomes

\_\_\_\_\_  
Name

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Entry Assessment Completed By

\_\_\_\_\_  
Entry Assessment Date

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### *Presumptive Need Criteria*

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1. The customer has worked full time for at least 90 calendar days in the last 6 months with one employer, excluding subsidized work activities. ☐ yes ☐ no
  
2. The customer has a positive performance evaluation or written recommendation from a current/previous employer. ☐ yes ☐ no
  
3. The customer has never been fired from a job. ☐ yes ☐ no  
*Check **Yes** if they have never been fired.*  
*Check **No** if they have been fired.*

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A **YES** response for two or more of the criteria indicates that the customer possesses job keeping skills and *service intervention is not needed*.

A **NO** response for two or more of the criteria indicates the customer needs to work on job keeping skills and *service intervention is needed*.

## Skill Attainment Definition

**Any grouping of 10 skills** the young person is found in need of developing, is provided training on, and demonstrates proficiency in within 12 months of setting the goal, will qualify as a skills attainment.

The system allows for *multiple skills attainments within this skill area during a program year and across multiple program years*. For this reason, “groupings” of skills are not pre-defined, but rather, any mix of **10 skills the young person needs to develop** based on pre-assessment outcomes could be individually defined and documented.

This allows for flexibility in the system outcomes, provides the opportunity to customize training plans on an individual basis, and supports the concept of giving the young people credit for the skills they bring with them into the system and only providing training for the skills they need.

### **To report a “skill attainment” for work readiness:**

- the 10 skills to provide training on must be defined;
- there must be a goal set on the ISS and entered into the MIS system;
- all 10 skills must be obtained;
- there must be documentation supporting the goal setting process and attainment of the skills; and,
- the goal must be obtained within a 12 month period once the goal was set.

The tool on the following page will be used to identify the “grouping” of 10 skills which are the targets for the skill attainment.

## Work Readiness Skills

Based on pre-assessment outcomes, the young person has been determined in need in the following skills:

	<b>Code Number</b>	<b>Learning Objective</b>	<b>Date and Initials</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

## **Identified Goal and Training Plan**

For each outcome identified, there must be a clearly identified goal and training plan designed to meet the outcome. This documentation includes the goal identified on the ISS and in the MIS system, and any training outlines for the specific goal identified.

## **Training Curricula and Methods**

Each contractor will develop curricula that will provide young people with content and context to develop the knowledge and skills to demonstrate proficiency in the Work Readiness Skills. Each Provider will also need to have a documented service intervention that leads to reportable outcomes.

## Final Assessment

1. **Transition skills** will be assessed using a variety of assessment strategies or actual demonstration of the skill area, then documented on the **checklists**.

*For final assessment, once all criteria have been met, staff should enter the date completed and initial on the appropriate lines.*

2. **Job getting skills** will be assessed using a variety of assessment strategies or actual demonstration of the skill area, then documented on the **checklists**.

*For final assessment, once all criteria have been met, staff should enter the date completed and initial on the appropriate lines.*

3. **Job keeping skills** must be demonstrated through a **work-based learning activity** with **supervisor evaluations and feedback**.

The young person must have been evaluated **at least two times at the worksites and receive a “meets expectations” or “exceeds expectations” on the final rating**.

Additionally, to show that the young person has **mastered the skills “over time”**, he/she will have to be engaged in a work activity for a minimal period of time. Requirements for work activities are defined as:

When a young person is engaged in an **educational activity as the primary training activity**, he/she must have at least **100 hours** of worksite training.

When a young person is engaged in an **work activity as the primary training activity**, he/she must have at least **250 hours** of worksite training.

The following performance evaluation will be customized for each young person identifying the specific job keeping skills in which training at the worksite is to be provided. The intent of this tool is to mirror authentic evaluations employers use and to provide feedback to the young person on the skill in use and give suggestions on how to improve performance.

# Worksite Training Performance Evaluation and Feedback

## Worker Information

Performance evaluation for \_\_\_\_\_ SS# \_\_\_\_\_

Department \_\_\_\_\_ Job Title \_\_\_\_\_

Evaluation Period: *From* \_\_\_\_\_ *to* \_\_\_\_\_ Evaluation # \_\_\_\_\_

## Purpose of Evaluation

This worksite performance evaluation is to provide feedback on your current performance and ways in which you can continue to improve upon your skills.

You have agreed to learn, practice and demonstrate the skill areas listed. For each skill area, there is a rating of your current performance with comments on how you have demonstrated use of the skill and/or how you can continue to improve on that skill.

## Definitions of Ratings

<b>Exceeds Expectations</b>	Consistently exceeds job requirements and workplace expectations; nearly ideal employee; job very well done.
<b>Meets Expectations</b>	Usually meets job requirements and workplace expectations; good employee; job generally well done.
<b>Doesn't Meet Expectations</b>	Frequently fails to meet job requirements and workplace expectations; potentially good employee with additional training; much room for improvement.

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			

Skill Area	Doesn't Meet Expectation	Meets Expectation	Exceeds Expectation
<i>Comments</i>			



## Required Documentation

As with any reporting system, there are multiple and integrated methods and tools for documenting skill outcomes. For the work readiness attainment the following apply:

1. **Entry Assessment** documentation on the identified tools showing need for service.
2. **Identified Work Readiness Skills** form to document the specific 10 skills in which training intervention will be provided.
3. **Identified Goal and Training Plan/ISS** documentation stating that the goal was set, the service interventions to meet the goal and progress notes toward goal attainment.
4. **Training curricula** and methods used to attain skills.
5. **Final Assessment** documentation for Transition and Job Getting Skills.
6. **Performance Evaluation** tool with skills evaluation and feedback from work-based training site for Job Keeping Skills.
7. **WorkForce Plus** information has been accurately documented in accordance with WorkForce Plus directives including timely data entry.